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ABSTRACT

This document provides descriptions of 32 model adult vocational education programs to assist Connecticut vocational education administrators in planning programs to strengthen the basic skills aspect of employment training for adults. The model programs represent the result of a search of the Educational Resources Information Center indexing systems for Resources in Education and Current Index to Journals in Education. Programs are divided into 10 categories: (1) for employed youth (2 programs), (2) for reentry women (2 programs), (3) for students with children (2 programs), (4) for students with special needs (2 programs), (5) for the self-employed (1 program), (6) bilingual and bicultural adaptations (7 programs), (7) cooperative arrangements with industry (5 programs), (8) unique facilities for special programs (4 programs), (9) new ways to recruit students (4 programs), and (10) additional sources (2 programs). Each entry follows this format: program title, school, description, reference (source of information), current status, and contact for additional information. (YLB)

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ED206929

ADULT VOCATIONAL EDUCATION NEEDS ASSESSMENT FOR THE STATE OF CONNECTICUT

Innovative Models for Adult Vocational Education

by

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for

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November, 1980

CE 030 126

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Introduction

Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania, under contract to the Bureau of Vocational Planning and Development, Division of Vocational Education, State Department of Education, conducted a search for model adult vocational education programs to assist vocational education administrators in planning programs to meet the needs of Connecticut adults.

Utilizing ERIC, RIE and CIJE indexing systems, AEC reviewed recent literature available on microfiche documents and in educational journals for examples of model programs and innovative techniques for teaching basic employment skills to the adult population. This extensive literature search focused on model programs which met the following criteria:

1. Service to adults, 16 years of age or older, in postsecondary programs.
2. Actual basic job skills/vocational skills offered, not just career exploration or support service programs.
3. Some innovative, unusual or special approach to vocational education for adults.
4. A successful placement record.
5. Documented evidence of the success of its innovative aspects.
6. Possibilities for implementation at the local level by vocational educators in the State of Connecticut.

Not all of this information was immediately available in every case. Therefore, the literature search was augmented by telephone and letter searches for answers to undocumented criteria. As a result of these telephone and letter searches, additional referrals to model programs were received. These additional referrals were then contacted to determine the status of model programs too current to have been identified in the review of literature. Permission was obtained from those contacted to use their names as resource persons in this collection of model programs. Without exception, the program directors contacted were most generous with their time and indicated their willingness to assist vocational administrators in Connecticut in implementing similar programs.

FOR UNEMPLOYED YOUTHS

VOCATIONAL REHABILITATION FOR "HARD-CORE" UNEMPLOYED YOUTH

Program: Vocational Program for Out-of-School Youth and Adults in Building Maintenance and Commercial Cooking

School: Daniels Vocational Assessment and Training Center
Daniels, West Virginia

Description: Eight years ago, the Daniels Vocational Assessment and Training Center opened its doors in a rural area of West Virginia. The main objective of this school was to recruit and train students 16-19 years old who had been habitual truants, in probation, or disadvantaged and unemployed for most of their young adult life. The program consists of two major parts: assessment and training.

The assessment for the Daniels program is done during a six-week orientation period. In small groups of 12-15 students, interests and aptitudes are explored using Singer Career Systems evaluation equipment. Students discover career options, peer counsel each other, and spend time in group discussion of their own expectations. It is interesting to note that most of the students who now come to Daniels come because of recommendation from former students. The Daniels Center trains students for building trades and commercial cooking and attempts to implement positive attitudes about self and work in its enrollees. A new orientation group begins every six weeks. The work program, which lasts for about one (1) year, is designed to bridge the gap between employers' expectations of workers in terms of attitudes, motivations, and other behavioral attributes to those exhibited by the disadvantaged. When this program was started in 1973, it was designed to accommodate 50 full-time students. At the end of the first year, the number of recommended students was changed to 35 or 40. The directors of this program feel that by keeping the groups small they are better able to encourage these students vocationally and personally. Student follow-up for the 1979-80 year showed that 87% of those students available for work were now employed. Recent enrollment trends indicate that young men are more willing to pursue the commercial cooking program than young women.

Reference: Robinson, James D. Vocational Program for Out-of-School Youth and Adults in Building Maintenance and Commercial Cooking. Charleston, WV: West Virginia State Department of Education. U.S. Educational Resources Information Center, ERIC Document ED 118 923, June, 1975.

Current Status: This is an ongoing program.

For More Information: Mr. Joe A. Terry
Coordinator of Special Programs
Daniels Vocational Center
Box 297
Daniels, West Virginia 25832
(304) 252-9750

HIGH SCHOOL DROPOUTS LEARN SKILLS WHILE EARNING STEADY INCOMES AND HIGH SCHOOL DIPLOMAS

Program: Out-of-School Youth Cooperative Training (OSY)

School: State Department of Trade and Industrial Education, Austin, Texas

Description: Students between 16 and 21 years old, unemployed or underemployed and out of school for at least six months are served in this Texas program since 1972. Students work in a business four hours daily from Monday through Friday and attend classes ten hours each week. Bilingual curriculum has been added because many instructors as well as students are from the Mexican-American community. At least five of the classroom hours each week are directly related to the students job placement. Program coordinators "beat the bushes" to enroll students reluctant to commit themselves to both jobs and studies. Many students are attracted to this program because it eliminates a structured school setting, and it is centered on the work program. Since 1972, 4,371 students have enrolled with 80% successfully placed in jobs. Of the 3,514 students placed by 1978, 80.6% were still employed. In addition, 418 students earned high school diplomas. Another 577 students completed GED's.

Reference: Porteous, Peter L. "Daring to be Different," VOC. ED., 53:34-39, September, 1978.

Current Status: This program is ongoing.

For More Information: Mr. Robert Patterson
Supervisor of Trade and Industrial Education
Texas State Department of Education
Austin, Texas
(512) 475-4591

FOR RE-ENTRY WOMEN

WOMEN RE-ENTER THE JOB MARKET VIA SPECIAL PROGRAM TO SERVE DISADVANTAGED

Program: New Start Program

School: Spoon River College, Canton, Illinois

Description: New Start is a public service program sponsored by Spoon River College to primarily serve women and adults re-entering the job market. This program receives referrals from local public agencies. Students qualify for New Start by meeting one of the following requirements: four member family income less than $10,000 annually; recipient of public aid; non-high school graduate or reading level below 7.0; pattern of unemployment; or arrest record.

This program provides personalized educational testing, placement and counseling, followed by compensatory education courses, and vocational skills training. A tutor travels to the homes of students who cannot attend regular classes. A recruitment coordinator provides special assistance in overcoming barriers to participation in the program. This successful program has 915 students enrolled in 1979-1980. A total of 191 of those enrolled earned their General Equivalency Diplomas. The type of vocational training offered is dependent upon the client's interests, aptitudes and abilities and upon the range of programs offered by the College.

Reference: Spoon River College. New Start General Education, Job Skills and Job Placement: A Summary. Canton, Illinois: Spoon River College. U.S. Educational Resources Information Center, ERIC Document ED 169 983, 1978.

Current Status: This is an ongoing program which has been expanded to include personal life skills training.

For More Information: Ms. Carol Gummerson
Adult Re-entry Coordinator
Spoon River College
Canton, Illinois 61520
(309) 647-4645

DISPLACED HOMEMAKERS TRAINED FOR NON-TRADITIONAL CAREERS

Program: Reentry for Displaced Homemakers

School: Mohawk Valley Community College, Utica, New York

Description: This program has served approximately 70 women in the Utica, New York area since its inception in April, 1980. Originally offered as machinist training for women, this program has been expanded to offer more comprehensive services to female heads of households who must enter or reenter the job market. Divorced women constitute the largest single group of women served to date, although widows and single women supporting older parents have also participated in the program. The average age of the women served is 42 years. Several participants have been women in their sixties. There are no age constraints or financial commitments required of the participants, since this program is supported by Federal funds which are administered to the Community College through the New York State Department of Education.

This program provides a structured, sequential process through which women can reenter the job market. The first phase of the program consists of a transition course which meets twice each week for three hours for a total of five weeks. The objective of this transition course is to develop the women's self-confidence in their new role as head of household. Sex stereotyping, assertiveness training, goal setting and systematized problem solving are components of this phase of the program. A key factor in this phase is the peer support received by the participants, assuring each woman that there are others in the world with similar responsibilities and that they are not alone in their situation. For these classes, child care is provided at no cost to the participants. These transition groups usually consist of groups of ten women. Survival workshops are offered on Thursday evenings with a succession of guest speakers making presentations on topics such as property maintenance, auto maintenance, appliance repair, voltage, fixing drains and changing tires, etc. One workshop on personal finances is led by a woman banker, who is also a displaced homemaker. Workshops on income taxes, self-care and health round out the workshop phase of this program.

In the second phase of this program, women explore "Options Within" and "Options Without". In the "Options Within" component, women focus on their own values and attitudes about a variety of occupational areas. In the "Options Without" component, women explore job opportunities and investigate job titles in a variety of source materials. The problem of relocation is discussed, with most of the women opting not to relocate. The discussion then centers on job availability in the local market, including salary expectations, the logistics of transportation, and the hours the women are available for work.

The third phase of this program consists of actual vocational training. Three courses are offered at the Community College, namely, word processing, practical shop math for drafting, and tooling and spatial motor control. For women who are not specifically interested in these areas, placement in programs in their area of interest are secured by the Program Director, from sites in the community such as Private Industry Council (PIC) and CETA. In the field of general machining, for example, four alternate training programs have been utilized. Child care is arranged for participants through the local YWCA and Oneida County Social Services.

Staffing for this program includes two full-time employees, a program director and a secretary. All other personnel are adjunct faculty members who are paid on an hourly basis. A key element in the success of this new program has been the adjunct faculty, many of whom are displaced homemakers themselves. One workshop on how to prepare for civil service examinations was taught by a man who was so impressed by the program that he conducted a course on the subject free of charge.

The program director reports that the group dynamics of this program have been interesting. One of the participants dropped out because she was not accepted by the group. This does not reflect an unfriendly attitude on the part of the other women so much as it reflects the participants' opinion that this woman was just looking for emotional support and was not really serious about reentering the job market.

Reference: The University of the State of New York. New York State Annual Report for Occupational Education. Albany, NY: The University of the State of New York. U.S. Educational Resources Center, ERIC Document ED 103 695, 1974.

Current Status: This is an ongoing program.

For More Information: Ms. Diane Messuri
Program Coordinator
Reentry for Displaced Homemakers
Mohawk Valley Community College
1101 Sherman Drive
Utica, New York 13501
(315) 797-9530

FOR STUDENTS WITH CHILDREN

ON-SITE CHILD CARE CATCHING ON

Program: Stride Rite Children's Center

School: Stride Rite Corporation, Boston, Massachusetts

Description: Working mothers of preschoolers in the Boston area no longer need worry about "Who's Minding the Kids?" thanks to an on-site child care facility at Stride Rite Corporation, a manufacturer of children's shoes. This center conducts days of structured play for 50 children, ages two to six. In addition to caring for the children of company employees, the center accepts children from the surrounding communities, receiving about $60.00 per week per child from the State Department of Social Services. Twenty-three of the openings for child care are filled from the community. Mothers who work for Stride Rite pay 10% of their weekly salary for this child-care service.

Stride Rite's Center started in 1971 as a spinoff of a request by a community group for the company's philanthropic foundation to help fund a community child-care center. Stride Rite theorized that if they were going to help fund a child care facility, their employees should be permitted to use it, too. The mix of company children with children from surrounding communities has proved to be an ideal mix and company employees are very enthusiastic about the program. The employer has also benefitted with lower absenteeism and job turnover. As a side benefit, the company's shoes are wear-tested on the preschoolers in the program. The center occupies former office space on the first floor of the plant, which employs about 700 people. Total program start-up costs approximated $40,000. Since its inception, the program has been enlarged several times. This additional construction has been funded by a combination of company, Federal and State monies. The program's operating budget for 1980 is $144,400, of which Stride Rite absorbs $42,800. The state school lunch and nutrition program reimburses the center for approximately 70 percent of food costs. The Department of Social Services contributes $65,000 and the working mothers employed by Stride Rite contribute $16,000 to the cost of the program.

The center operates as a private corporation, with its own charter, board of directors and insurance. Stride Rite has no legal responsibility for the center's operation. The program director is the former director of East Boston's Head Start program. Ten staff members and several volunteers run the program, with student teachers from affiliated college-intern projects helping to reduce personnel costs. Interns from local hospitals serve their pediatric internships at the center. The children in the program are periodically taken to Boston University's Dental School for dental care. The center is open from 7:00 a.m. to 5:00 p.m. to accommodate parents on different shifts. After breakfast, the children participate in math and reading readiness activities, cooking, drama and field trips.

Reference: Krucoff, Carol. "Who's Minding Kids? Companies Are." The Pittsburgh Press, October 21, 1980, p. B-1.

Current Status: This is an ongoing program.

For More Information: Miss Miriam Kertzman, Director
Stride Rite Children's Center
960 Harrison Avenue
Boston, Massachusetts 02118
(617) 445-3400, Extension 422

FLEXIBLE TRAINING SCHEDULES AND A PRESCHOOLER PLAY GROUP MEET ADULT NEEDS

Program: Adult Office Training Program

School: Whittier Union High School District, Santa Fe Springs, California

Description: To fill the educational needs of the community, an Office Training Center was begun. The center serves adults who wish to gain entry-level skills in office occupations; adults who have never been employed (beginners); as well as those who have been out of the work force for several years (refresher students).

The training center is a four-room complex located on the school district's adult center campus. It operates Monday through Friday from 8:30 a.m. to 3:00 p.m. for a total of 30 hours a week; evening classes are held four nights a week at two high schools as well as at the training center. The adult program is conducted in three 12-week terms and a summer session. The length of the program is a very important factor to adult students, whose goals are to be trained and become employable in a relatively short period of time. It usually takes beginners a minimum of six months to become employable, while refresher students may need less training.

Six occupational training programs are offered at the center: general office clerk, steno-secretary, PBX-receptionist, medical secretary, bookkeeper and reprographic clerk.

The student is oncouraged to attend class for 30 hours a week - six hours daily, but not all students can attend all day. Program hours are, therefore, flexible. There are three 2-hour class sessions daily, with a half-hour break for lunch. Typing, office machines and office job training classes are offered every day, while the remaining classes are offered two or three days a week.

Each student's schedule is developed to accommodate personal needs. An organized preschoolers' play group that has been established on campus has enabled many women to attend daytime classes. Students need not wait for the beginning of a term, but may enroll in the Office Training Center at any time during the year.

A vital part of the curriculum is the Gregg Office Job Training Program, which is particularly helpful to the majority of students who have been out of the work force for 10 years or more. Certificates earned for program completion impress employers as well as the students themselves.

One of the features of the training center's program that has made it so workable is that students progress at their own rate, utilizing an open-entry and open-exit approach.

Upon completing one of the training programs or acquiring sufficient entry-level skills, the student is referred to a coordinator, who works closely with the California State Department of Employment and local private agencies to place students.

Of the 22 students enrolled in OJT during the first quarter it was offered at Whittier's Office Training Center, 12 had been hired by the end of the term. Because of its success, this program is scheduled for both day and evening summer sessions and is now offered off campus every afternoon at one of the local high schools as well.

Reference: Murphy, Marjorie M. "An Office Training Program For Adults," Business Education World, 56:19-29, September-October, 1975.

Current Status: This is an ongoing program currently serving over 300 students.

For More Information: Dr. Robert J. Holbrook, Principal
The Whittier Adult School
9401 South Painter
Whittier, California 90604
(213) 698-8121

FOR STUDENTS WITH SPECIAL NEEDS

SPECIAL NEEDS STUDENTS GET ACQUAINTED WITH A STRANGER - SUCCESS

Program: Project MODEL - Mobile Occupational Development Education Laboratories

School: Nashoba Valley Technical High School, Westford, Massachusetts

Description: This program involves an alternative delivery system of vocational education for special needs populations. Self-paced, individualized learning carrels are utilized in four mobile laboratories which are accessible to a widely scattered and highly inaccessible population. Students learn to ring up merchandise and bag orders at a checkout counter in a simulated supermarket environment. Labs are also equipped with a simulated hotel-motel front desk and department store display counter. The focus is on acquisition of salable job-entry skills in one of three occupational areas--small engine repair and automotive tune-up, business and office occupations and distributive occupations. Two vocationally qualified teachers, a program director and an administrative assistant staff the program. Because this instruction is personalized and relatively private, the element of peer pressure has been excised, along with the shame and embarrassment that handicapped or disadvantaged students often encounter from peers lacking compassion. The program generally lasts 10 to 12 weeks, at which time students are awarded a certificate of achievement or participation and are provided with a list of their occupational competencies.

One of the project's mobile labs is devoted entirely to vocational assessment via 15 evaluation carrels utilizing hands-on experience. In addition, students are diagnosed for reading problems and learning disabilities. A reading diagnostician and and a vocational evaluator administer psychological tests and batteries. At the end of this two-to-three week program, this team assembles a final evaluation and placement for further training in one of the other mobile labs.

The mobile labs offer their services only to agencies and institutions which (1) serve individuals in MODEL's target population of special needs and disabled students, and (2) do not have occupational education programs of their own. Some of the institutions served by MODEL's labs have been inspired to develop similar in-house programs. The only financial investment an agency or institution served must make is the cost of electricity to the mobile unit.

MODEL has developed a propagation handbook containing guidelines for program initiation and a 15-minute film entitled, "Coming Your Way" which is available from the Massachusetts Department of Education.

Reference: Warzecha, Everett R. and James A. Naughton. "Project MODEL: Mobile Labs as a Propagation Device." American Vocational Journal, 50:44-7, September, 1975.

Current Status: This program no longer operates at Nashoba Valley Technical High School. However, the program is now operational at several Massachusetts correctional institutions.

For More Information: Dr. Everett Warzecha
26 Joppa Road
Merrimack, New Hampshire 03054
(603) 884-6928

or

Mr. David Cronin, Associate Commissioner
Occupational Education Division
State Department of Education
Boston, Massachusetts 02111
(617) 727-5740

SEVERELY DISABLED YOUNG ADULTS FIND JOBS IN NEW JERSEY

Program: Project H.E.L.P. (Handicapped Employability Learning Program)

School: Longport School District, Atlantic County, New Jersey

Description: Project H.E.L.P., a small, personalized, and well-structured occupational training program for the severely handicapped, works with young adults who have outgrown the public school system but are unable to find work or other training. Using a grant from Title VI, ESEA, students are identified through public school officials, the County Supervisor of Child Study Teams, and representatives of special interest groups such as the Association for Retarded Citizens and Youth & Family Services. This project tested a new model of counseling and training the handicapped called C.A.P.T.E.R., a six-step procedure consisting of the following:

1. Conferring - to locate eligible students and potential job placements
2. Assessing - screening students as to abilities and needs
3. Placement - in jobs supported by government, private agency and employer sources
4. Training - on the job by employer and H.E.L.P. counselors
5. Evaluating - monitoring student progress
6. Referring-Releasing - when students are ready

Two full-time vocational counselors were hired from outside the school system. The first counselor had extensive ties to the business community in the form of active membership in the Lion's Club, past presidency of the City Council, presidency of his own company and experience as a youth activities coordinator. The second counselor is a speech therapist and disabled veteran. He is also a paraplegic who manages a wheelchair and car, and is deeply involved in his community.

The program's uniqueness lies in the fact that students have a job before training begins so that the training and working phases are not artifically separated as in more traditional programs. Thirty-eight students (22 men and 16 women), between the ages of 18 and 22, were assessed using sophisticated SINGER equipment. Twenty-three students (61%) with difficulties ranging from mental retardation, epilepsy and blindness to cerebral palsy and emotional difficulties have been placed in jobs. The remaining students have been evaluated and referred for additional training or sheltered workshop experiences.

The counselors negotiate salary and stipends for the students. Minimum wages are not necessarily paid, depending on the student's capacity to produce. If an employer can offer training but not pay, financial support is packaged from local, state and federal sources. Counselors often work alongside students for periods up to two weeks. Jobs range from kitchen helper to secretary to engineer. A few students work for themselves as painters, baby sitters and typists. Job training involves relatively simple tasks requiring diligence, an even temperament, punctuality and some dexterity. A few students respond to more advanced training in silk-screen design and newspaper writing. The more physically and intellectually able the student, the more lengthy and involved the training phase.

Not all placements are successful. Some students are placed a second or third time. These transfers reflect staff sensitivity to the task demands being placed on the students rather than client failure. The cost of the project was $843.43 per student.

Reference: Cooper, Bruce S. "Occupational Help for the Severely Disabled: A Public School Model," Rehabilitation Literature, 38:66-74, March, 1977.

Current Status: This successful program continues with modifications. Program participants recommended identifying and serving handicapped students at an earlier age. Six vocational programs now serve junior and senior high school students.

For More Information: Dr. John Glassey
Longport School District
Atlantic County, New Jersey
(609) 822-0702

FOR THE SELF-EMPLOYED

HELPING SMALL BUSINESS OPERATORS IMPROVE THEIR MANAGEMENT SKILLS

Program: Small Business Management Program

School: University of Minnesota

Description: Since 1972, this program has offered small business managers both classroom instruction and on-site analysis. As a result, more small businesses are surviving and expanding and the program now operates in 80 sites in 12 states. There are 30 to 35 students in each site. The program is based on the highly successful farm management program which the University of Minnesota has operated for 20 years. The instructional program covers a minimum of three years and includes monthly classes at a local area vocational school, community college or adult continuing education centers. The program is centered at the business site, not in the classroom. Small group meetings are supplemented by special instruction in advertising and sales promotion. The core of the curriculum is an individual business analysis consisting of nine separate tables reflecting both the entrepreneur's business transactions and family expenses. Instructors who are experienced in small business management are considered a key factor in the program's success.

In 1974 and 1975, despite nationwide declines in small business profits, the 75 entrepreneurs enrolled in Minnesota's program realized a return of $12.00 and $11.00 respectively on an initial training investment of $1.00. Fees for program services vary from community to community, averaging $200.00 a year in Minnesota.

Reference: Porteous, Peter L. "Daring to be Different," VOC. ED., 53:34-39, September, 1978.

Current Status: This program continues through state funding, usually Vocational Education Department funds. The University of Minnesota will furnish advice to local vocational program administrators on how to establish and operate a program, including promotional, curricular and evaluative materials; on-campus and regional training programs for new instructors; and model funding applications.

For More Information: Mr. Edgar Persons, Director
Small Business Management Program
University of Minnesota
Minneapolis, Minnesota
(612) 373-1020

BILINGUAL AND BICULTURAL ADAPTATIONS

PEER TUTOR/VOLUNTEERS TEACH BASIC EDUCATION,
AUTO MECHANICS, AND SEWING TO ADULTS

Program: Samoan Demonstration Program

School: Hawaii University, Honolulu. Honolulu Community College, Kalihi - Palama Education Center

Description: This project focuses on providing basic education through a vocational interest area to adult, Samoan students. During the third year of the project, over 100 participants received training in basic education, auto mechanics and sewing. Instructional materials are custom-designed. Peer teachers are trained to assist the regular instructors.

Basic education classes are held three hours per week and the vocational classes from three to seven hours a week. Both average attendance and percentage of participants completing the program are high.

All of the peer tutors serve on a voluntary basis, except for monetary Achievement Awards which are presented to them at the termination of the project. An incentive program has been developed for the participants whereby monetary Achievement Awards are allocated for presentation to outstanding students. A major contributing element to the success of the program is the use of bilingual/bicultural instructors, advisory board members and staff members.

Prior to the implementation of the program, radio broadcasts, in the Samoan language, are made about the program on a local station. The radio broadcasts are made by one of the instructors for the auto mechanics class who is a Samoan chief, a position of high respect among Samoans.

Reference: Douthit, Dorothy B. and Julina Lung. Samoan Demonstration Program, Final Report for FY 74-75, Vol. 1 and 2. Honolulu, HI: Hawaii University. U.S. Educational Resources Information Center, ERIC Document ED 112 108 and 112 109, 1975.

Current Status: This is an ongoing program.

For More Information: Director, Samoan Demonstration Program
Kalihi-Palama Education Center
Hawaii University
Honolulu, Hawaii 96819

EXTENSIVE OUTREACH EFFORTS DRAW ROCHESTER LEARNERS

Program: Bilingual Vocational and Continuing Education Program

School: School District of the City of Rochester, New York

Description: 235 Spanish-speaking adults and out-of-school youth, 16 years of age or older, are provided with vocational training in cosmetology, accounting, auto mechanics, welding, electricity, commercial photography, nursing science, office skills, auto body and painting. These courses are offered at four facilities easily accessible to the target population. ESL classes (3 hours per week) and counseling services round out the program. Bilingual instructional time consists of six hours per week of occupational instruction, both theory and "hands on" shop experience. Bilingual instructional materials are both purchased and developed by staff. An additional three hours of ESL instruction is required each week. Language and occupational instructors meet regularly to coordinate instruction.

The key to this program's success is the Project Director, a bilingual former social worker who recruits bilingual instructors and students by contacting settlement houses, community action groups, the Hispanic Businessmen's Association and the Ibero-American Action League in Rochester. The most difficult task in organizing this program has proved to be the recruitment of bilingual teachers who also possess the necessary vocational skills. A Task Force comprised of Board members from community organizations shares their views as to the needs of the target population and on the operation of the program. Representatives of these agencies are invited to observe classroom and shop instruction and to speak to the enrollees. As a result of the extensive community outreach efforts, numerous referrals to the program are received.

Reference: Rochester, New York School District. Bilingual Occupational Education--Adult. Evaluation Report. Rochester, NY: City School District. U.S. Educational Resources Information Center, ERIC Document ED 138 757, March, 1977.

Current Status: This program has been discontinued due to lack of Federal funding. However, the Rochester City School District, Department of Continuing Education, funds this program whenever a group of ten or more bilingual students, either Hispanic or Indo-Chinese, are recruited. The District also continues to accept individual CETA referrals for this bilingual training. Facilities are also currently provided for the Ibero-American Action League of Rochester to conduct secretarial and machine shop programs in the District's facilities. This training is funded by an annual $300,000 to $400,000 CETA grant and serves between 200 and 300 adults, 18 years of age or older.

For More Information: Mr. Pedro A. Maneiro
Supervisor of Bilingual Vocational Education
Rochester City Schools
131 West Broad Street
Rochester, New York 14608
(716) 325-4560, Extension 2238

SPANISH-SPEAKING RESIDENTS REVIVE THE ART OF HAUTE CUISINE IN NEW ORLEANS

Program: A School of Practical Culinary Arts for the Spanish-Speaking

School: Louisiana State Department of Education, Baton Rouge, Louisiana 70804

Description: The Louisiana Restaurant Association approached the State Department of Education for help in solving the existing food service problems in New Orleans. The Department of Education contracted with the Food Service Institute, a practical school of culinary arts, to improve the declining level of food service being offered in a city which relies heavily on the tourist industry for its income. The laboratory restaurant, better known as "The Enraged Chicken," is operated by two bilingual instructors, David and James Shaffer. Under a Federal grant, Part J, Bilingual Vocational Education, 23 adults received certificates after completing the 11-month training program. Staffing includes a Project Director from the State Department of Education, a bilingual Program Coordinator, a bilingual Specialist in Education, and bilingual instructors. An English-Spanish syllabus of kitchen utensils, terminology, and names of most popular dishes has been developed. The Program Coordinator has found job placements for all program participants, in addition to supervising the student practicum.

Students learn the art of preparing an international array of dishes, including Chinese chop suey, burritos from Mexico, paella from Spain and tapado from Central America. Classes in international cooking and table arranging are taught in Spanish and practice is given in English related to cooking. The course is free to participants who also receive compensation of $50.00 for five days, including one meal a day at the restaurant, "The Enraged Chicken." One unit of instruction involves dietetic gastronomy. Students are introduced to the concept of eating sumptuously while remaining slender as they explore Frenchman Michel Guerard's invention--cuisine for staying thin.

Reference: Hardy, Florent. A Practical Program of Bilingual Vocational Training in the Culinary Arts for Limited English Speakers. Baton Rouge, Louisiana: State of Louisiana, Department of Education, Division of Vocational Education. U.S. Educational Resources Information Center, ERIC Document ED 151 611, 1978.

Current Status: This was a 15-month project conducted with Federal funding.

For More Information: Dr. Florent Hardy, Section Chief
Research Coordinating Unit
State Department of Education
Division of Vocational Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3523

CALIFORNIA BILINGUAL INSTRUCTION PREPARES STUDENTS TO BECOME CERTIFIED DENTAL ASSISTANTS

Program: Bilingual Dental Assisting Program

School: University Extension, University of California, Los Angeles

Description: Goals are to: 1) develop a program for training bilingual dental assistants to work with dentists in ethnic minority communities; 2) to provide out-of-school/out-of-work persons of limited English speaking ability with high quality vocational training and gainful employment; and 3) to give participants the academic and manual skills needed to pass the ADA Certification Examination for Dental Assistants.

Students receive classroom instruction at the University and practical training sessions at UCLA's School of Dentistry Clinic. This program runs from September until June, consisting of 30 hours per week for 36 to 39 weeks. Instructors with bilingual capabilities are hired. A syllabus has been prepared in Spanish-English to serve as a student reference book. Bilingual curriculum materials have been developed. Dental tools and equipment are labeled for bilingual use. Instructors receive training in ESL teaching methodology and ESL is offered at a convenient time and location for all interested students. Classroom instruction is conducted in English to prepare students for ADA Certification examinations.

Tutoring is available on a group or individual basis from the University's Learning Center. A "Study Skills Techniques" course has been developed for students. Financial assistance to students in the form of a training allowance is made possible through the use of existing CETA funds. Accreditation has been granted by the American Dental Association and graduates are eligible for the Certification Examination of the American Dental Assistants Association, and the Registration Examination given by the California State Board of Dental Examiners.

A compilation of manuscripts describing seven programs which receive the 1976 American College Testing Program and the National University Extension Association Innovative Awards in Continuing Education is available from: ACT Publications, P. O. Box 168, Iowa City, Iowa 52240. (Order Number 4-5-3-77, $3.00)

Reference: University of California. Innovations in Continuing Education, Award Winning New Programs. Iowa City, Iowa: ACT Publications. U.S. Educational Resources Information Center, ERIC Document ED 147 575, 1977.

Current Status: This program is in its sixth year of operation and continues to experience high placement rates for graduates.

For More Information: Mr. George Bradford, Program Director
Continuing Education in Health Sciences - Dentistry
University Extension Division
University of California
10995 LeConte Avenue
Los Angeles, California 90024
(213) 825-9180

HISPANICS TRAINED FOR BANKING AND FINANCE

Program: Comprehensive Bilingual Training Program for Citizens of Limited English Speaking Ability to Work as Sub-Professionals in the Fields of Accounting, Banking and Finance.

School: Miami-Dade Community College - Downtown Campus, Miami, Florida

Description: This program, which is considered very successful by the Miami-Dade Community College and the Miami business community, is directed at training Hispanic-Americans to play a vital role in the banking industry in Miami. The program was developed by the bilingual vocational education department at Miami-Dade Community College, in cooperation with a Banking and Finance Advisory Committee composed of business and banking leaders in the Miami area. The curriculum is geared to prepare students to deal with the most sophisticated business machines and computers, as well as to provide a strong basic background in accounting and finance.

Bilingual media ads are used to attract applicants. Criteria used to select students include: low income, little or non-English speaking ability, unemployment or underemployment. Applicants are given the Michigan Linguistics Test and a Mathematics Evaluation Test. One hundred students were selected for this one year program from among 400 applicants. Areas of concentration are clerical, accounting and banking-finance. The program is conducted at an outreach training facility of Miami-Dade Community College located in an area with a high concentration of Hispanic-Americans. The placement rate for this program is 100%. The Hispanic-American community and the banking industry in Miami have been extremely receptive to the initiation and implementation of this program.

Reference: Sellers, Lois Ann and Ruth Gordon. Current Projects in Vocational Education. FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 Under The Vocational Education Amendments of 1968 (Parts C, D, I, J). Columbus, OH: Ohio State University. U.S. Educational Resources Information Center, ERIC Document ED 151 611, February, 1978.

Current Status: The initial funding for this program ceased August 30, 1980, but a new proposal to continue funding for this successful program is to be submitted in December, 1980.

For More Information: Mr. M. Oscar Freixas
Acting Director
Bilingual Vocational Education
Miami-Dade Community College
300 Northeast Second Avenue
Miami, Florida 33128
(305) 577-6718

BILINGUAL VOCATIONAL TRAINING

Program: Model for the Evaluation and Implementation of Bilingual Vocational Training - Curriculum Developed Using Individualized Approach

School: El Paso Community College, El Paso, Texas

Description: When the bilingual vocational training program was begun in 1977, the objectives were to recruit individuals of limited English background and to provide them with academic and vocational training. Since 60% of the student body at El Paso Community College is comprised of Mexican-Americans, the bilingual program has become an integral part of the entire vocational training department. Students recruited are offered extensive testing and placement services before the start of any training. Courses are given in Spanish and English and materials are translated into Spanish when necessary. Programs offered are industrial sewing machine repair mechanic, allied health professional training, building trades, cash register management, clerical business office machine training, G.E.D., drafting and design and secretarial skills among others. In some programs, students set their own goals and work at their own pace. The bilingual vocational program at El Paso Community College is successful with an overall job placement rate of 60%. Certain programs, such as sewing machine repair mechanic and allied health professions, enjoy 100% job placement rate.

Reference: Shepock, Robert E. Model for the Evaluation and Implementation of Bilingual Vocational Training. El Paso, Texas: El Paso Community College. U.S. Educational Resources Information Center, ERIC Document ED 147 537, 1977.

Current Status: This program is ongoing. The initial skill center has closed due to reduced funding, but the bilingual program has been assimilated into the vocational department.

For More Information: Dr. Ted Martinez
Dean of Occupational Education
El Paso Community College
6601 Dyer
El Paso, Texas 79904
(915) 594-2191

AN UMBRELLA AGENCY TEAMS UP WITH A COMMUNITY COLLEGE TO TRAIN BILINGUAL CHILD-CARE WORKERS IN A HOUSING PROJECT

Program: Gavilan Community College Paraprofessional Training Program

School: Growth and Opportunity, Inc. in conjunction with Gavilan College, Morgan Hill, California

Description: A child development aide certificate program is conducted by Gavilan Community College in San Benito and South Santa Clara Counties, sponsored by Growth and Opportunity, Inc., an umbrella agency operating with Federal and State funding.

This program is a bilingual/bicultural vocational training project developed by Gavilan Community College, San Benito County and South Santa Clara County, California, for an off-campus extension center rented by the college in the Village Avante housing project, comprised almost entirely of Chicano families. The program is intended to assist in development of adult career plans; provide exposure to experiences outside the housing project; and promote the transition from classroom activities to a continuous process of work and education. Aspects of the program include: a family/community approach to education; longitudinal program assessment; and an informal preschool laboratory and a formal bilingual/bicultural child development center which serve as work experience stations for adult students seeking to become certified preschool classroom aides. The program involves three phases. Phase I provides an orientation to consumer information. Phase II integrates students into local classrooms and laboratory experiences and stresses early childhood education. Phase III includes language and traditional academic classes. The program is designed to train teacher, recreation, social service and nutrition aides to work in a bilingual setting. Training offers a career ladder approach to learning. The program takes a student from the current personal vocational level and assists the student to reach a career potential. Emphasis is on basic child-care skills which can be built upon for parenting, further schooling or job placement. Credit courses are offered every quarter at the Village Avante site. Students receiving the certificate of completion must acquire job entry skills before the certificate is awarded. Core courses include child care curriculum planning, cultural factors in childhood, developmental child care facilities, Montessori equipment and teaching technique and child rearing practices and language development, in addition to field placements each term. Continuing training at the work site is available to students aspiring to higher skill level jobs, so participants can move up a definite career ladder.

Reference: Cossey, Beatrice P. Abel. A Comprehensive Process for Developing Bilingual/Bicultural Occupational Education Programs. San Benito and South Santa Clara Counties, California: Gavilan Community College. U.S. Educational Resources Information Center, ERIC Document ED 174 291, April 27, 1979.

Current Status: This is an ongoing program which serves approximately 20 adults at a time.

For More Information: Ms. Elaine Luksus
Executive Director
Growth and Opportunity, Inc.
150-D Matilda Court
Morgan Hill, California 95037
(408) 779-4082

TRAINING FOR A MOVE FROM AN AGRARIAN TO AN INDUSTRIAL ECONOMY

Program: TEC - Technical Education System - Special Schools Division

School: South Carolina Board for Technical and Comprehensive Education, Columbia, South Carolina.

Description: Since this program's inception in 1961, 53,903 people have completed job training for 451 new and expanding industries. The South Carolina Technical Education System is a statewide network of 16 two-year, post high school institutions offering a variety of occupational and technical programs. The TEC industrial training programs are administered by the State and conducted in "Special Schools" with individually designed programs geared to a particular industry's needs. Local people are trained for employment in an industry moving into their community or expanding its local existing operation. This program is geared to training students for marketable degrees in order to stay in the changing industrial work force of South Carolina. Students are counseled concerning available financial assistance when it is needed.

The prospect of a pretrained work force augmented by abundant natural resources and plentiful land proved irresistible to a variety of industries. Students are trained for the industries of chemicals and plastics, textiles and metal working, among others.

TEC staff experts visit with company officials, often before ground is broken at the building site, to plan the training. Industry manpower requirements, wage rates and fringe benefits are determined. Training time is then computed for each skill level, including time for recruiting and testing. When the plant site is selected, the local community makes a training facility available. TEC equips the facility with production machinery and competent instructors. Once a participant receives pre-employment training, he is eligible for advanced training in one of TEC's 2-year programs. Skill upgrading opportunities are also available at TEC schools for the already employed - all within 35 miles of any citizen. Training has been provided for industries ranging from crane manufacturers to candy makers. The average trainee was 27.6 years of age. Because the machinery, the tool kits and everything provided by the TEC consultants are identical to those which equip the plant, employees feel at home on their first day on the job.

Reference: Chastain, Linda. "Raising the Economic Level in South Carolina," Community & Junior College Journal, 47:22-23, September, 1976.

Current Status: This is an ongoing program.

For More Information: G. William Dudley, Jr.
Executive Director
South Carolina Board for Technical
and Comprehensive Education
1429 Senate Street
Columbia, South Carolina 29201

COOPERATIVE ARRANGEMENTS WITH INDUSTRY

QUALITY CONTROL PERSONNEL LEARN NEW METHODS FOR PARTS INSPECTION AND INTERPRETATION OF PRODUCTION DRAWINGS

Program: Milwaukee Area Technical College Outreach Program

School: Milwaukee Area Technical College, Milwaukee, Wisconsin

Description: The MATC outreach program conducts classes in industrial plants, schools, churches, social service offices and correctional institutions. In 1977-78, MATC reached 105,000 adults through six different outreach programs, namely, training courses for business and industry, adult basic education, community services, family living education, urban concerns and evening centers.

In 1977-78, MATC conducted 42 employee training courses ranging from one day to a full semester. Courses included reading workshops, machined parts inspection, foundry maintenance, blueprint reading for welders, welding, workshops for printing management personnel, fire fighter training, industrial safety, drafting and electronics. Classes are offered at times that fit the firm's work schedule and content is geared to the firm's particular needs. MATC has prepared a course to assist 70 quality control personnel at General Electric Medical Systems in learning a new method for parts inspection and interpretation of production drawings. MATC instructors work closely with company management to develop new teaching materials for practical, hands-on experiences. The course deals with the concepts of positional and geometric tolerancing systems used in engineering drawings. Harnischfeger Corporation executives feel MATC training is invaluable because they could not possibly provide the necessary instructional staff and facilities. MATC has helped hundreds of Harnischfeger employees advance and upgrade themselves from factory type jobs up through supervisory engineering and technical positions. What impresses employers most is the flexibility built into the MATC program. MATC is willing to travel as far as necessary, for as long a time period as necessary, to provide clients with technical skills.

Reference: Rich, Don. "Milwaukee Reaches Out to Its Adults" in VOC. ED., 53:47-50.

Current Status: This is an ongoing program.

For More Information: Mr. Eldred K. Hansen
Administrative Dean of Instructional Services
Milwaukee Area Technical College
Milwaukee, Wisconsin
(414) 278-6254

INDUSTRIAL CAMP PROJECT PROVIDES BUSINESS/INDUSTRY PLANT WORKERS WITH EDUCATIONAL OPPORTUNITIES AT THE SCENE OF THEIR EMPLOYMENT

Program: Industrial Camp Project (Ind-Camp)

School: Parkersburg Community College, West Virginia

Description: The Industrial Camp Project (Ind-Camp) is designed by Parkersburg Community College to provide business/industry plant workers with educational opportunities directly at the scene of their employment. The original project covered a two and one-half year period with the final report issued in February, 1979. With the cessation of the FIPSE grant, Ind-Camp continues to thrive because of enthusiastic institutional support and funding and ever increasing industrial and business participation.

Since the nontraditional learner presents unique needs to postsecondary educators, a more flexible system of scheduling, course and credit options has been devised. Laboratories for instruction are established in major industrial plants or businesses in the areas which are willing to cooperate. The laboratories are equipped with needed supplies and materials and are staffed with subject area instructors as needed. Workers can drop-in for instruction as allowed and arranged by their companies. Workers progress at their own rate and receive official credit for accomplishments. Course work includes some of the basics but is expanded to offer welding, maintenance training, metrics, basic accounting, electricity and blueprint reading. Generally, participants in the program range in age from 22 to 45 and are both union and nonunion.

Full-time project staff includes a director, secretary, lab aide and an instructor. Part-time instructors are added as needed for the various offerings. On some occasions, industries request that an in-house person be the designated instructor, and this is permitted. Some of the companies/businesses which support the project and where classes are held are Shell Chemical Company, Borg Warner, Walker Parkersburg Textron, American Cyanamid, C & P Telephone, Kaiser Aluminum, Corning Glass Works, Camden Clark Memorial Hospital, Forma Scientific and Murray Sheet Metal. The project also receives support from the Sheet Metal Union and the City of Parkersburg.

Reference: Parkersburg Community College. Fund for the Improvement of Postsecondary Education (FIPSE) Project. Final Report FY 78-79. Parkersburg, West Virginia: Parkersburg Community College. U.S. Educational Resources Center, ERIC Document ED 172 850, February, 1979.

Current Status: Original project funding has ceased but the program continues with continued support from the college and various businesses and industries.

For More Information: Ms. Becky Hunt, Program Coordinator
Parkersburg Community College
Route 5
Box 167A
Parkersburg, West Virginia 26101
(304) 424-8000

LOUISIANA MANUFACTURER SPONSORS TECHNICAL AND PROFESSIONAL DEVELOPMENT CENTER

Program: "Riley-Beaird University"

School: Northwestern State University, Shreveport, Louisiana in conjunction with Riley-Beaird, Inc.

Description: Riley-Beaird, Inc. manufacturers refinery process vessels, tank car tanks, steam and gas turbine components, equipment silencers and desalinators. This aggressive, education-minded company contacted Northwestern State University early in 1976 to explore the possibility of a joint training venture. The result is a technical branch campus of Northwestern State University, built by the sponsoring industry, representing a one-quarter million dollar investment. This Technical and Professional Development Center consists of classrooms, office space, a library, a welding lab and a programmed learning center. In addition, the manufacturer provides in-plant facilities as needed, such as the materials testing laboratory, heat treating labs, etc. Other local industries also provide facilities for field trips and short-term instruction. Northwestern State University pays the salaries of both the full-time professors from its main campus and degreed technical experts from local industry who are hired as adjunct professors. Counseling and scheduling costs are absorbed by the University, while Riley-Beaird pays facility and utility costs. Courses available include industrial safety, engineering drawing, motion and time study, general psychology and general math. Courses are scheduled during the late afternoon or evening hours to accommodate these students who are all employed full time. During the day, the facility also serves as the plant training center for Riley-Beaird's 1,500 employees who attend classes conducted by the company's training staff.

The University has found it beneficial to hold registration at several industrial sites to encourage enrollment. In this way, the potential student does not even have to travel to the campus to register. In addition to convenience, on-site registration has the advantage of avoiding the campus setting, which many older students often find intimidating.

Certificate programs consisting of seven courses or 21 semester hours are offered to encourage older students who are discouraged at the thought of the time and expense involved in a full degree program. Credits received in the certificate programs can later be applied to degree programs in technical management, metal processing technology and quality control technician.

"Riley-Beaird University" has developed a policy to solve the problem of shift problems for students. Riley-Beaird employees are permitted to punch out on the time clock, attend class, and then make up the lost plant hours at a time which is more convenient for the employee. This policy avoids the initial problems of lost tuition and discouragement initially experienced by changes in work shifts. A company tuition refund plan is in effect when a grade of "C" or better is attained. The student is only required to make an initial investment of approximately $105.00 to enroll for the first course. Subsequent enrollments are paid for with the tuition refund check from the employer.

Northwestern State University offers a non-traditional evaluation program in which university staff evaluate the work and life experience of prospective students for a fee of $15.00. Notarized statements are obtained from former employers which attest to the candidate's prior experience and competencies.

As of the spring semester in 1978, a total of 316 students had enrolled for the fall, spring and summer terms. Approximately 25 percent of the students enrolled are employed at other area industries. Area teachers and retired persons also take individual courses or pursue a degree. Degrees offered include associate degrees in metals technology, welding technology and drafting technology. In addition, bachelors and master's degrees in industrial technology are offered.

Reference: Dennis, William H. "Class at the Plant," VOC. ED., 53:40-42. September, 1978.

Current Status: This is an ongoing program with 147 students enrolled this year.

For More Information: Dr. William H. Dennis
Department of Industrial Education & Technology
Northwestern State University
Nachitosches, Louisiana 71457
(318) 357-5298

LABOR ORGANIZATIONS AND SCHOOL DISTRICT COMBINE FOR VOCATIONAL TRAINING OF YOUNG ADULTS

Program: Carpentry, Cabinetmaking and Millwrighting Program

School: School District of Philadelphia, Division of Career Education, Philadelphia, Pennsylvania

Description: The Carpentry, Cabinetmaking and Millwrighting Program of the School District of Philadelphia is a program which combines practical "on the job" training and in-depth classroom theory and shop practice. Students between the ages of 17 and 27 are tested and interviewed to review their personal suitability to the carpentry trade. Once accepted, they receive a sponsor from one of the supporting employer organizations, and become an apprentice member of the United Brotherhood of Carpenters and Joiners of America. This four year program is available through the cooperative efforts of the Carpenter's Union, the General Building Contractors Association, the Quaker City Lumber Products Association and the School District of Philadelphia.

No tuition is required and students are paid for their apprenticeship by the supporting employer. This is an ideal program for disadvantaged people who need money and vocational training at the same time. Students generally attend class one day a week. The other four days are spent working with the student's employer. Upon satisfactory completion of the course, certificates from the Department of Labor, Bureau of Apprentice Training, and the Philadelphia Apprentice Committee, are issued. A certificate from the United Brotherhood of Carpenters and Joiners is issued on the fourth anniversary of the signing of indenture papers by the apprentice. The school makes no effort to place the apprentice after graduation. This function is considered to be the responsibility of the new Journeyman and his individual local union.

Reference: Vocational Information Packet, School District of Philadelphia

Current Status: This is an ongoing program.

For More Information: Mr. Albert Glassman
Executive Director Career Education
School District of Philadelphia
Kennedy Center for Vocational Education
734 Schuylkill Avenue
Philadelphia, Pennsylvania 19146
(215) 875-3836

STUDENTS TRAIN TO BE INVISIBLE MENDERS - A GARMENT INDUSTRY SPECIALITY

Program: Invisible Mending Program

School: Career Education Department, School District of Philadelphia, Philadelphia, Pennsylvania

Description: This program, which is a part of the James Martin Vocational Training Program of the School District of Philadelphia, was established to teach the skills necessary to perform invisible repair operations on fabrics and garments. This occupation involves extensive hand sewing and requires knowledge of stitches and fabric design. This career program answers a special need of the garment industry. It is designed to train students for a specific job skill that can be utilized in the job market in their own home town. This program is made available through the cooperative efforts of the Pennsylvania Department of Education, the Philadelphia School District, and the Pennsylvania Bureau of Employment Security.

The program consists of a course of six to twelve weeks, depending on how rapidly an individual learns the invisible mending operation. Instruction is given on an individual basis. The program, which trains young adults between the ages of 17½ and 27, is offered free to both male and female students. This course was suggested by the Apparel Advisory Committee to the Career Education Department of the Philadelphia School District. The garment industry cited a need for skilled menders and requested that they be trained by State funds in a Philadelphia School District facility. Students who complete this training enjoy a placement rate near 100 percent.

Reference: Vocational Career Education Packet, School District of Philadelphia, Philadelphia, Pennsylvania

Current Status: This successful ten-year old program has been halted due to a lack of State funding. The garment industry is now pressuring the State of Pennsylvania to renew the funding for this worthwhile program.

For More Information: Mr. Albert Glassman
Executive Director of Career Education
School District of Philadelphia
Kennedy Center for Vocational Education
734 Schuylkill Avenue
Philadelphia, Pennsylvania 19146
(215) 875-3836

UNIQUE FACILITIES FOR SPECIAL PROGRAMS

EDUCATIONAL TV AND THE COMMUNITY COLLEGE EXPERIENCE

Program: San Mateo Community College Vocational Cooperative Education

School: San Mateo Community College District, San Mateo, California

Description: This program began in 1970 in five California Community Colleges, coordinated by the San Mateo Community College District. Occupational orientation is provided through programs shown on a local educational TV station. Approximately 1,000 students enrolled in the first year of the program. Three plans provide regular work experience related to college studies and career goals: (1) Alternate semester arrangements allow two students to hold one full-time job on a year-round basis; (2) the parallel (half-day) plan allows students to hold part-time jobs with appropriate community college class loads and (3) Evening College "new careers plan" students participate in programs related to career goals while employed on a full-time basis.

Employers cooperate in work assignments and supervision. Each of the five colleges, as a part of accreditation requirements, provides placement service for graduates. Placements often result directly from cooperative education work experience.

The "laboratories" of business and industry are coordinated within a community college. Instructional techniques include using the resources of television, programmed instruction, computer-assisted instruction and automated slide-tape programs. Students report on their work experiences in the community, through the medium of television, directly to elementary and secondary school students in their classrooms.

A book has been written about this innovative project by Robert Bennett. The title of the book is Earning and Learning, an Action-Link Publication, Library of Congress number 80-65003.

Reference: Adult, Vocational, Technical, and Manpower Education (DHEW/OE). "Abstracts of Exemplary Projects in Vocational Education." Washington, DC: Adult, Vocational, Technical, and Manpower Education (DHEW/OE). U.S. Educational Resources Information Center, ERIC Document ED 099 518, June, 1973.

Current Status: This program continues with State College funding.

For More Information: Robert L. Bennett
Assistant to the Chancellor
San Mateo Community College
2040 Pioneer Court
San Mateo, CA 24402
(415) 574-6562

UNIQUE TRAINING PROGRAM SIMULATES AVIATION

Program: Commercial Pilot Program and Basic and Turbo-Jet Ground School for Flight Engineers

School: Mount San Antonio College, Walnut, California

Description: Mount San Antonio College is a public two-year community college offering an Associate in Science degree in the Commercial Flight Program or a two-year transfer program for the student who wishes to transfer to a four-year college as an aviation major. This program is made possible due to a unique training facility. Extensive research and compilation of demographic and labor market data have been used to justify building an aircraft industry instructional facility and lecture hall. This facility makes it possible to closely duplicate industry conditions and provide relevant training in a variety of occupations related to air transportation. Program graduates are eligible for employment as air-taxi pilots, air route traffic controllers, corporate pilots, airline pilot flight attendants and flight engineers.

There are no tuition charges or registration fees at Mount San Antonio College for California residents. Costs of textbooks and course materials are borne by the student. Fees for flight instruction are based on actual hours flown and paid directly to Federal Aviation Administration approved Flight Schools at a special college discount rate. For qualified veterans, the GI bill will pay 90% of inflight training. Applicants for this program must be high school graduates or have reached their eighteenth birthday prior to enrollment. The College is recognized as a F.A.A. approved private and commercial pilot ground and flight engineer ground school.

After nine years of operation, placement rates are excellent and industry representatives are extremely enthusiastic about the program. Program directors feel that an essential element in the program's success is the close ties which the College maintains with the air transportation industry. In addition to ongoing communications with industry representatives, all students participate in field trips to the nearby major airplane manufacturers. The fact that employers constantly contact the College for program graduates eliminates the need for a program placement coordinator.

Reference: Rabben, Kenneth J. "Mount San Antonio's Aircraft Maintenance Lab," AMERICAN VOCATIONAL JOURNAL, 50:54-60, January, 1975.

Current Status: This is an ongoing program.

For More Information: Mr. Robert Elliot, Director
Mount San Antonio College
1100 North Grand Avenue
Walnut, California 91789
(714) 594-5611, Extension 773

ADULTS LEARN MARINE TRADES AT FORMER ARMY BASE

Program: Job Training Center - Boston Marine Industrial Park

School: CETA Neighborhood Assessment Center, Boston, Massachusetts

Description: The Job Training Center at the Boston Marine Industrial Park is funded by CETA under the Skilled Training Improvement Program (STIP). The Industrial Park is located on an old Army base and houses various industrial operations as well as the Job Training Center.

People who have had some training in various occupations, such as welding and electronics are referred to the Center by CETA. The Job Training Center subcontracts various training institutions, primarily Franklin Institute and Northeastern University, to conduct technical programs at the Center. College credits are given for programs completed if students wish to pursue a particular field. However, about 90 percent of the graduates from the six-month program find jobs immediately, often before their training is completed.

Experience has shown that only about half the graduates will actually work in the marine trades. The other participants, having learned highly transferable skills, work in a variety of industries in a variety of industries in the Boston area. So far, about ten percent of the trainees have been women. Few women, however, are in trades involving heavy physical labor. The greatest concentration of female students is in the field of electronics.

Classes are offered at the Center six hours a day, five days a week. The first part of the program involves complete exploration of the jobs involved so as to eliminate people not suited for specific jobs and to provide redirection, if necessary. All of the training emphasizes realistic experience in actual job situations, such as the repairing and refurbishing of ships in dry dock.

Reference: Rich, Les. "Down to the Sea in STIP's," WORKLIFE, 3:20-25, October, 1978.

Current Status: The program is not only ongoing but rapidly expanding to keep pace with job demands in the Boston area. It is considered an extremely effective program.

For More Information: Mr. James Austin, Program Coordinator
660 Summer Street
Building 49
Boston, Massachusetts 02210
(617) 582-7787

INSTITUTE PROVIDES DOUBLE FACILITIES FOR COMMUNITY SHARED SECONDARY AND POSTSECONDARY (ADULT) VOCATIONAL EDUCATION PROGRAMS

Program: Robert Morgan Shared Facility Program

School: Robert Morgan Vocational Technical Institute, Dade County, Florida

Description: The successful vocational education programs in Dade County, Florida are realized because of the construction of the Robert Morgan Vocational Technical Institute which is a shared secondary/adult facility. By eliminating duplication of administration, personnel, student services, learning resources and general support facilities, Dade County officials can meet the area demand for vocational training in an economical and practical manner. Courses are taught on an individual basis. A student can start any program at any time.

Located ten miles south of downtown Miami, the Institute is designed to serve the surrounding senior high schools on a shared-time basis, as well as adults from the south Dade County area. The Institute can accommodate 1,200 part-time high school students and 1,500 full and part-time adult evening students. This school is open from 7:30 in the morning until 11:30 at night to give students flexibility in work and study time. This is ideal for people with families and other jobs. Adults may attend either day or evening classes.

The Institute provides double facilities in programs offered to both adults and secondary students. For example, since welding is offered to both groups, the center houses two welding shops. Over 40 programs are offered to students. This facility serves English-speaking Cubans, Haitians and Jamaicans, as well as native-born Americans. Next to the school is a county recreational park and a zoo which attract people to the center and add to the concept of a community shared facility. This facility is staffed by 90 instructors and administrators.

Reference: Robert Morgan Vocational Technical Institute. "A School for All Ages," American School and University, 49:22-25, May, 1977.

Current Status: This is an ongoing program.

For More Information: Mr. Zimbler
Assistant Principal
Robert Morgan Vocational Technical Institute
18180 South West 122nd Avenue
Miami, Florida 33177
(305) 253-9920, Extension 161

NEW WAYS TO RECRUIT STUDENTS

AN EVANGELISTIC PART-TIME FACULTY DOES IT ALL--RECRUITMENT, TRAINING AND JOB PLACEMENT

Program: Second School Day

School: Upper Valley Joint Vocational School, Piqua, Ohio

Description: Serving two counties in Western Ohio, the Upper Valley Joint Vocational School employs two full-time recruiters to "drum up business." A broad public relations program consisting of a weekly television show, two weekly radio programs, newspaper advertising and "an evangelistic staff" supplement the recruiter's efforts. Job training and related services are offered on campus on a year-round basis or in-plant under an on-site contractual arrangement with an employer. Classes are scheduled in evenings and on weekends since approximately 80 percent of the students are employed full-time while attempting to upgrade their skills.

In 1978, 4,379 adults enrolled in one of the nine adult programs, with an 83-87.5 percent placement rate depending on the program completed. Students completing machine trades and industrial maintenance courses experience a 100% placement rate.

Courses offered include data processing, office employment, welding and farm business planning and analysis. Close ties are maintained between the school and the business community through the use of advisory committees, the four chambers of commerce and the area economic development committee. Another key factor in the program's success is the fact that 66% of the school's adult vocational education faculty actually work in business and only teach part-time. These faculty members possess skills which are constantly being technologically updated in their full-time jobs and thus are in an excellent position to teach these skills to program participants. In addition to their evalgelistic recruitment efforts, the faculty is often able to provide job placements for their students in the companies where they are already employed full-time.

Programs are financed by tuition and lab fees ranging from $50-$75 per month, and a state subsidy per instructional hour.

Reference: Porteous, Peter L. "Daring to be Different," VOC. ED., 53:34-39. September, 1978.

Current Status: This is an ongoing program. A spin-off of this program is a contract job training program showing 21 small companies who could not ordinarily afford the cost of vocational training. A staff member from the Joint Vocational School visits the employer and assesses the company's training needs. Training is offered either at the job site or at the Joint Vocational Sch. l. This spin-off is a developmental program made possible by a state grant.

For More Information: Richard Adams, Superintendent
Upper Valley Joint Vocational School
Piqua, Ohio
(513) 778-1980

THE "INVISIBLE MINORITY" BECOMES HIGHLY VISIBLE AT A CALIFORNIA COMMUNITY COLLEGE

Program: Cañada College's English Institute: A Community College Program for Spanish-Speaking Students

School: Cañada College. Redwood City, California

Description: The first step in a program of college preparation and language study for Hispanics draws the local target population to the college through a Latin festival named "Cinco de Mayo Saturday." Mariachi music, folk dances, a soccer game between Cañada College and a top Latin team, a queen contest, Spanish food, piñatas, theatrical presentations and a gala evening dance are all part of the festivities which bring hundreds of people to the college campus for the first time. The college community and local organizations organize this festival, which has become an annual event.

The second step, an assessment of education needs, has resulted in an ESL program designed specifically for Hispanics.

"El Instituto de Ingles" began in 1973, is staffed by a Director, three teachers, instructional aides and college student assistants. Pilot projections of 30 students has swelled and registration is limited to 70 students. A majority of the students had immigrated during the past five years. Educational attainment levels ranged from third grade through university graduates. Courses included ESL (5 hours weekly); Speech for Foreign Students (3 hours weekly); Reading Lab (5 hours weekly); Writing Lab (3 hours weekly); and Guidance - College Orientation (2 hours weekly - taught in Spanish). Carpools were organized to get students to campus, which is not served by public transportation. Five pre-vocational ESL units of instructional materials have been developed.

Thirty students received certificates of completion at the end of the first year. A majority of students returned a second year to pursue vocational courses, bringing friends and relatives along to enroll in the program. Courses in Spanish typewriting and shorthand and teacher aide training are now offered. A bilingual student exchange program has developed in which Spanish-speaking students tutor Anglo students in the Spanish language.

Reference: Sutherland, Kenton. "Cañada College's English Institute: A Community College Program for Spanish-Speaking Students." Redwood City, California: Cañada College. U.S. Educational Resources Information Center, ERIC Document 105 771, 1974.

Current Status: This is an ongoing program.

For More Information: Kenton Sutherland or Gil de la Rocha
Cañada College
Redwood City, California

AGENCIES SERVING LIMITED ENGLISH-SPEAKING COMMUNITIES IDENTIFY BARRIERS TO PARTICIPATION IN VOCATIONAL EDUCATION

Program: Minnesota Bilingual Vocational Training Project

School: St. Paul Technical Vocational Institute, Minnesota

Description: Organized in September 1975 to facilitate vocational training of limited English-speaking Hispanics, this program has grown to include Indo-Chinese refugees, Russian students, and most recently, Cuban immigrants. In 1979, 600 students enrolled in this program. The majority of applicants are in the 20-29 age group with an average age of 26. Applicants average 10 years of schooling with a 5.9 grade equivalency in English and a 5.7 grade equivalency in math. Average length of time out of school is 12 years. 75% of those enrolled are now either employed or continuing their education.

Staffing includes a director, job specialists in charge of recruitment, programming, counseling and job placement and vocational teachers who develop a program of preparatory studies. The program is administered through the Special Needs Division of the Institute.

Program goals are to:

1. Increase awareness of occupational opportunities available to the Latino, and other limited English-speaking groups
2. Coordinate counseling services
3. Coordinate remedial assistance in basic education
4. Provide support service to help in student retention
5. Develop assessment procedures
6. Provide job readiness training program
7. Provide placement and follow-up services

At the onset, barriers to participation are identified by representatives of agencies and organizations serving limited English-speaking communities. Spot radio announcements, staff interviews, advertisements in local papers and articles in social service newsletters are employed to attract participants.

Foreign language classes are provided for all teachers involved in the program. University personnel provide workshops on counseling, recruiting, ESL and other topics.

The length of the preparatory program ranges from 12 weeks (one quarter) to a full year. Students spend one-half day at Vo-Tech for math-communication skills building and one-half day in vocational classes. This program runs 30 hours per week. Initially, programs in bilingual auto mechanics, bilingual clerk typist and bilingual accounting clerk were offered. Presently, forty career programs are offered.

References: Minnesota State Department of Education, St. Paul Division of Vocational-Technical Education in conjunction with U.S. Department of Education, Division of Vocational-Technical Education. Minnesota Bilingual Vocational Training Project. Final Report. St. Paul, Minnesota: Minnesota State Department of Education. U.S. Educational Resources Information Center, ERIC Document ED 145 188, August 30, 1977.

Current Status: This program continues with CORE funding derived from the Special Needs Section of the Vocational Education Division of the Minnesota State Department of Education. Additional funding is provided through the Indo-Chinese Refugee Resettlement Act.

For More Information: Mr. Francisco Trejo, Director
Minnesota Bilingual Vocational Training Project
St. Paul Technical Vocational Institute
St. Paul, Minnesota
(612) 221-1300

PROVIDING UNIVERSITY ACCESS FOR NON-TRADITIONAL STUDENTS

Program: Franco-American Human Service Program

School: Bangor Community College of the University of Maine, Orono, Maine.

Description: Two graduates hired as recruiters use home visits, telephone interviews, newspaper ads and articles, church bulletins, posters and radio spots to attract students.

Program start was delayed until October 11 to allow students to participate in the potato harvest. Students attend classes four mornings per week - Monday through Thursday, and are afforded time for afternoon study or attention to family needs. Students carry 27 credit hours of study during the year; 120-hour practicum placement is required. Thirteen supervisors from eight agencies contribute their expertise. Financial aid packets are available for needy students. The Coordinator and Dean of Students and the County Mental Health Center counsel students. A newsletter, written by students and under teacher supervision, allows students to share their opinions, personal progress and practicum diaries with others. The newsletter also serves to develop group cohesion and to build pride in student progress. The university at Ft. Kent offers three study skills workshops on note taking, sentence structure and methods of textbook reading before the semester begins. Much peer tutoring takes place as students group together to study, to compare notes and to complete assignments. In the spring, an Assertiveness Training Workshop is held. In addition, the Dean of Students conducts a two-hour resume writing workshop. Students follow up by writing their own resumes, which are then typed by the Dean's secretary. A bilingual newspaper describing program activities is published periodically.

Courses include the psychology of adjustment, developmental services for the aging, developmental psychology, interviewing/counseling, nature and needs of the developmentally disabled, group processes and bilingual communication.

Two hundred students are served in this program. 78% of the students are born in Maine; 95% are five-year residents. 88% of the students are females. The average student age is 38 years with 6% of the students being 55 or older. 75% have children and 25% list more than four dependents. 50% of those served are married, 25% are divorced or separated and 25% are either widowed or single.

Reference: Beaudoin, Michael. The Bilingual Human Services Educational Consortium of Bangor Community College. Third Year Evaluation. Orono, Maine: Social Science Research Institute of the University of Maine. U.S. Educational Resources Information Center, ERIC Document ED 158 038, June 30, 1978.

Current Status: This successful 3-4 year program does not continue as such but has resulted in several spin-off projects: 1) a bilingual human services workbook; 2) cultural awareness training for human service workers; 3) an Associate Degree in Human Services at several campuses.

For More Information: Mr. Mark Morin, Coordinator
Social Science Research Institute
University of Maine
Orono, Maine
(207) 581-1110

ADDITIONAL SOURCES

REGIONAL OCCUPATIONAL CENTERS - A ROAD TO JOB SKILLS

Program: Regional Occupational Centers/Regional Occupational Programs

School: Los Angeles Unified School District

Description: On October 28, 1971, the Los Angeles Board of Education issued its now famous proclamation that every high school graduate or dropout must go into the world with a salable skill, and every adult, on demand, must be trained for a decent job. As a result the Los Angeles School District's vocational program has become one of the most relevant and extensive in the country. Exemplary of the system's success are the Regional Occupational Centers and Regional Occupational Programs (ROC/Ps). Each year thousands of students complete training that gives them entry-level skills for well paying jobs. There are five occupational centers serving the entire school district and within the occupational program there are classes in 46 high schools and in 112 business and industry sites.

A Regional Occupational Program may be located in a high school or business/industry sites and serves only high school students, whereas a Regional Occupational Center has its own physical site and serves students of all ages. The centers offer pre-enrollment counseling, job placement assistance, courses approved for veteran's benefits, media centers for individual study, and basic education courses for those who need them. Students are advised that courses are occupation and career oriented and are not for hobbyists, or those with a casual interest.

Some other attributes which enhance the efficiency and success of these centers are the number of courses available and the expertise of the teachers involved with the ROC/Ps. Over 200 vocational subjects are offered with about 50 new classes added each year. Some unusual classes are Aeronautics, Diesel Engine Repair, Marine Electronics, Inhalation Therapy, and Fireplace Construction along with more traditional vocational courses such as Auto Mechanics, Cosmetology, and Welding. Advisory committees made up of industry experts, Los Angeles School District personnel, and local community representatives develop courses which are needed and recommend the dropping of those which are obsolete.

The teachers involved in these programs have credentials in the subjects being taught plus two years business or industry experience. Many teachers are still actively employed in the business or industrial field in which they are teaching. Continuous teacher involvement with employers assures up-to-date teaching techniques, relevant course work, and is an integral part of the job placement program offered at most ROC/Ps. The job placement rate is between 70% to 100%. The main thrust of the ROC/Ps is said to be "Cooperative Vocational Education". From a student's initial testing and placement through formal and on-the-job training to eventual job placement, business and educational forces work hand in hand. Industry

committees help develop courses, students may work and earn salaries and credits at the same time, and business representatives help in the evaluation of programs and students' abilities. Los Angeles' successful vocational program which continues to thrive is a total commitment of students, teachers, and industry to quality vocational education.

Reference: "L.A. School Districts Helps Thousands Win Good Jobs," Workworld, 1979.

Current Status: This is an ongoing program within the Los Angeles Unified School District.

Contact Person: Jack Perry, Ed.D.
Administrative Coordinator
Regional Occupational Centers and Programs
Los Angeles Unified School District
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Los Angeles, California 90051
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VISUALLY IMPAIRED STUDENTS PREPARE FOR CLERICAL CAREERS

Program: Clerical Skills Training Center

School: The Lighthouse - The New York Association for the Blind

Description: This program which is located in New York City, is a realistic work-oriented training program for blind and visually impaired clients of The Lighthouse who have demonstrated potential and interest in a clerical vocation. The students range in age from 18 to 67. Training courses available are business, legal and medical transcription, word processing, Business English, filing, receptionist skills, assertiveness training and placement seminars.

All applicants are screened for eligibility through the Lighthouse Social Service Department. Criteria for acceptance include medical suitability reports, vocational evaluation reports, typing skills, English and mobility skills, Grade Two Braille competency, and interpersonal skills. When necessary, part-time training is available.

This well-run center prides itself on taking a wholistic approach to clerical training. Students have a wide spectrum of support services available to assist them in attaining their career goals. These services include specialized consultations of a medical, educational, or therapeutic nature.

This training program which has been in operation since October 1979, takes place at several training sites within the Lighthouse, and in the Lighthouse Clerical Service Center, a transcription center for New York businesses. Careful attention is given to maintaining a realistic environment for students. Deadlines must be met during training, and competitive piece rate wages are built into the program. In addition, free placement services are provided to students and employers. To date, graduating students enjoy a 100% placement rate. Counseling and employer training seminars are available to potential employers and the staff of the Lighthouse is available to suggest job modifications or job analyses. When a graduate begins a job, optional follow-up services may be utilized for sixty days. These services can incorporate the involvement of a training staff, mobility and low-vision specialists and others.

Reference: Correspondence with Ms. Judy Downes, Supervisor, Clerical Skills Training Center, The Lighthouse, The New York Association for the Blind.

Current Status: This is an ongoing program which hopes to develop into a nationwide training program in the near future.

For More Information: Ms. Judy Downes
The Lighthouse
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New York, New York 10022
(212) 355-2200